

1923

Southern Junior College Annual Calendar 1923-1924

Southern Junior College

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Southern Junior College

"A School of Standards"

Annual Calendar

1923 - 1924



Coltewah

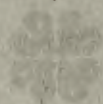
Tennessee

Southwestern University
College

1923 - 1924

Annual Calendar

1923 - 1924



Published by

the college

SOUTHERN JUNIOR
COLLEGE

ANNUAL CALENDAR
1923 - 1924

PUBLISHED BY
SOUTHERN JUNIOR COLLEGE
OOLTEWAH, TENNESSEE

Calendar

1923-24

FIRST SEMESTER

Registration.....	Sept. 18, 19
Opening Address, 8 P. M.,.....	Sept. 19
Organization of Classes.....	Sept. 20
Faculty Reception.....	Sept. 20
Second Period Begins.....	Oct. 30
Third Period Begins.....	Dec. 4
First Semester Closes.....	Jan. 21, 1924

SECOND SEMESTER

Fourth Period Begins.....	Jan. 22
Fifth Period Begins.....	Feb. 12
Sixth Period Begins.....	Apr. 15
Senior Consecration Service.....	May 16
Closing Vesper Service.....	May 23
Baccalaureate Sermon.....	May 24
Music Recital, 8 P. M.,.....	May 24
Senior Class Night.....	May 25
Commencement.....	May 26
Second Semester Closes.....	May 26

BOARD OF MANAGEMENT

W. H. HECKMAN, *Chairman*, Chattanooga, Tenn.
 G. W. WELLS.....Nashville, Tenn.
 BURTON CASTLE.....Chattanooga, Tenn.
 F. L. HARRISON.....Nashville, Tenn.
 J. C. THOMPSON.....Nashville, Tenn.
 J. A. TUCKER.....Chattanooga, Tenn.
 R. I. KEATE.....Charlotte, N. C.
 W. R. ELLIOTT.....Jackson, Miss.
 A. S. BOOTH.....Atlanta, Ga.
 C. W. CURTIS.....Louisville, Ky.
 B. F. KNEELAND.....Knoxville, Tenn.
 M. A. HOLLISTER.....Nashville, Tenn.
 J. L. SHULER.....Orlando, Fla.
 R. L. PIERCE.....Nashville, Tenn.
 C. B. STEPHENSON.....Clanton, Ala.
 ROY CARR, *Treasurer*, Ooltewah, Tenn.
 LEO THIEL, *Secretary*, Ooltewah, Tenn.

EXECUTIVE COMMITTEE

W. H. HECKMAN, *Chairman*, Chattanooga, Tenn.
 G. W. WELLS.....Nashville, Tenn.
 F. L. HARRISON.....Nashville, Tenn.
 BURTON CASTLE.....Chattanooga, Tenn.
 LEO THIEL.....Ooltewah, Tenn.
 B. F. KNEELAND.....Knoxville, Tenn.

THE FACULTY

LEO THIEL, *President*.

J. H. BEHRENS, *Bible, Pastoral Training*

FRANK W. FIELD, *Bible History, Greek*.

MAUDE JONES, *English, Language*.

W. PAUL BRADLEY, *Science, Mathematics*. ✓

CARTER E. LEDFORD, *Agriculture, Gardening*.

MRS. I. D. RICHARDSON, *Preceptress*.

C. SPARKS, *Printing Arts*.

IVA DELL KIRK, *Music*.

HELEN M. SHULL, *Matron, Domestic Science*.

RUBY E. LEA, *Registrar, Stenography*.

MABLE N. BEHRENS, *Director Normal Department*.

MYRTLE V. MAXWELL, *Critic Teacher, Model School*.

MRS. R. O. DART, *Intergrade Department*.

E. L. PARRISH, *Preceptor, History*.

CLARENCE S. FIELD, *Printing*.

ROY L. CARR, *Treasurer, Commercial Subjects*.

BENJAMIN J. FOUNTAIN, *Blacksmithing*.

T. R. HUXTABLE, *Woodworking*.

W. E. BAILEY, *Superintendent Basket Factory*.

* *Butler, J. L.*.....*Librarian and Voice*

Secretary, Book, Union

*To be filled.

Southern Junior College

HISTORY

IN 1893 the educational work of the Seventh-day Adventists began in the South at Graysville, Tennessee, when Elder G. W. Colcord opened a small subscription school. The work was a success from the start. Soon the school outgrew the purpose of the founders. It no longer confined its work to the community, but undertook to train workers for the whole Southern field. The property and the direction of the work of the school were taken over by the denomination, and new buildings and equipment were provided from time to time as the need became apparent and the funds available.

In 1901 the name was changed from Southern Industrial School to Southern Training School. In 1907 the academy building was enlarged, increasing the number of class rooms to sixteen, thus enabling the school to accommodate about two hundred fifty students. On February 18, 1915, the young ladies' dormitory was destroyed by fire. The loss of the dormitory and the rapidly increasing constituency of the school raised a question as to the advisability of rebuilding and enlarging the school plant at Graysville.

There seemed to be need for a location entirely removed from village or city, where land might be provided for agricultural purposes and various industries. This would provide opportunity for many students to earn their own tuition, and also enable them to make practical studies an integral part of their education. It was felt that the school should have competent instructors in cooking, sewing, and other kinds of manual work, who should have charge of the ladies' department of labor;

and that regular instruction should be given to classes in these arts. It was also felt that manual labor should be given to the boys, who, under faithful supervision would receive a training in habits of industry and economy, as well as a knowledge of methods of obtaining a livelihood. This labor should include agriculture, gardening, dairying, fruit culture, printing, the use of simple mechanical tools, and other employments.

Acting in harmony with these ideals, the Southern Training School Board appointed a committee early in the spring of 1916 to look over sites that were centrally and conveniently located and to report at the biennial sessions of the Southern and Southeastern Union Conferences.

After full consideration, it was decided to purchase the Thatcher Farm, near Ooltewah, Tennessee. The two Union Conferences assumed the burden of raising the money to purchase the property. It was the desire of the constituency that the debt resting on the school at Graysville should be paid, and that no new obligation be incurred in making the move. Early in September the debt at Graysville had been paid, or provided for, and there were about twenty thousand dollars in cash, pledges, and deeded property to finance the establishing of the school in its new home. Accordingly, the farm was bought and the Graysville equipment moved. At the same time the name was changed to Southern Junior College.

School was opened on the new farm October 18, 1916. There was a good enrolment at the beginning of the session, and in spite of many inconveniences strong school work was carried on. The enrolment at the close of registration week was over forty. Many of the small buildings on the farm were utilized for dwellings. The girls were located in the large farm house, which made a comfortable and commodious dormitory. This building also furnished place for the dining room and kitchen. Several old shacks, whose condition did not warrant their occupancy, were torn down and the material used for a temporary boys' dormitory. The best of the buildings served for dwellings for teachers and students. Tent

houses which accommodated quite a number were also erected.

In the spring of 1917 consideration was given to the erection of the first building—the girls' dormitory. A campaign for funds which netted over thirty thousand dollars was waged during the summer. School began in October again that year, as this building was to be used for school as well as for a dormitory.

During the next summer some necessary equipment, such as water system, silos, better farm implements, etc., was added. The General Conference made a donation that enabled the building of the boys' dormitory. In the fall of 1919 this building was ready for occupancy, and the first floor was, and is still being used as executive offices and class rooms. The business manager's cottage was erected during the summer. The next year a large and well equipped barn and a garage and blacksmith shop were built. Since the fall of 1920, a print shop, two teachers' cottages, and a basket factory have been added to the plant. Mr. J. H. Talge donated the basket factory and its machinery. The printing office is well equipped with a Miehle No. 2 cylinder press, three job presses, and a complete Lanston monotype. This equipment was a gift from the Southern Publishing Association, of Nashville, Tennessee.

LOCATION

The Southern Junior College is located two miles south-east of Ooltewah, Tennessee, on the main line of the Atlanta Division of the Southern Railway. It is situated in the heart of the Cumberland Mountains, eighteen miles due east from Chattanooga, and is eminently adapted to the complete development of industrial, intellectual, and moral education.

The varied surface of the country, the clear streams, and the woods, ravines, and coves, all furnish abundant opportunity for recreation without indulging in the harmful games or sports so prevalent today.

LAND

The Southern Junior College farm comprises six hundred acres. The tillable portion consists of about two hundred fifty acres of fertile valley and upland soil. There are a number of fruit trees of different varieties on the farm. One of the three large springs furnishes the water supply. The school raises on the farm the greater portion of its vegetables and stock feed. About three acres are set to strawberries. An orchard of some 3,000 trees is intended to supply the school with an abundance of apples, peaches and other fruits.

BUILDINGS

At present the buildings consist of a large ten-room house, which is being used for a teachers' residence; a girls' dormitory; a boys' dormitory; a commodious barn, a large part of which is used as a dairy; a basket factory; a print shop; a garage; and numerous cottages.

OWNERSHIP

The Southern Junior College is owned and controlled by the Seventh-day Adventist denomination.

WHO ADMITTED

The chief object of the school is to train workers for the various missionary enterprises which the denomination is carrying forward in all parts of the world; hence it wants an earnest class of students. The school welcomes young men and women of sound morals and earnest purpose. They may not be fully confirmed in their Christian experience; they may not have settled upon their life work; but if they are earnest and honest in their purpose to do right, and on general principles desire a liberal education, no matter what their future work may be, the Southern Junior College welcomes them to useful courses of study and superior moral advantages. Stu-

dents somewhat advanced in years but whose education has been limited will find special help here in courses fitted to their needs. In the past we have seen such men and women, after a short training, become valuable members of their communities.

To enable mature students who are in the lower grades of school to advance more rapidly the college has an inter-grade room. Here it is possible for those who are willing, to forge ahead much more rapidly than the average grade student. Many here, because of the personal attention and the small classes, are able to finish two or more grades a year.

The school is open to all worthy persons of either sex who come for the purpose of doing earnest, faithful work. The denomination believes in perfect religious liberty, and no religious test is applied. Those who have little desire to study, who are careless in their deportment, who are addicted to the use of tobacco or liquor, who use profane language or indulge in card playing and improper associations, will not, knowingly, be admitted or retained. Whether students make a profession of religion or not, all will be expected to give respect to the Word of God, and to observe the regulations of the institution. Candidates for admission will be required to furnish references, and should mail the application blank, properly filled out, before presenting themselves for admission.

It is distinctly understood that every one who presents himself for admission to the Southern Junior College, thereby pledges himself to observe the regulations. If this pledge is broken, it is also understood that by such a violation he forfeits his membership, and if longer retained it is only by the forbearance of the Faculty. It is also a part of the student's contract that he will faithfully and to the best of his ability perform all duties assigned to him in connection with the school and the home, and will meet all financial obligations satisfactorily.

General Information

HOW TO REACH THE SCHOOL

Ooltewah is on the Atlanta Division of the Southern Railroad, fifteen miles east of Chattanooga. Sixteen passenger trains each day pass here, and nearly all stop.

Students coming from west of Chattanooga should take the Southern Railroad, if possible, to avoid changing depots there. From many points through trains to Ooltewah can be had. The Queen and Crescent Railroad uses the same depot in Chattanooga as the Southern Railroad; hence no transfer is necessary. Those coming on the N. C. and St. L. Railroad must change depots at Chattanooga. Tickets should be bought to Ooltewah, and baggage checked to that point.

All students taking the local trains from Chattanooga or Atlanta which stop at Collegedale, must turn their baggage checks with their tickets over to the conductor in order to have baggage taken off at Collegedale. This will save time and trouble for both school and Railroad Company.

Those from the east should take the Southern Railroad if possible. Connections with this road can be made at Knoxville and Atlanta. Students should notify the school by letter or telegram, stating the hour of their arrival at Ooltewah. If this is done, a conveyance will meet them and bring them and their baggage directly to the school.

There is a commodious waiting-room in the Ooltewah depot. This should be utilized by students who find it necessary to wait.

GRADES AND RECORDS

The scholarship of every student is carefully noted and

recorded for permanent reference. At the close of each six weeks' period, reports, including the deportment and scholarship, will be made to students and to their parents or guardians. All those having credits from other schools should bring these. Students who do not present satisfactory credits from other schools will be expected to take an entrance examination to ascertain the grade of work they should take up. Those expecting to be graduated should present their credits as early in the school year as possible. The senior class is organized early in the second semester. In no case will a diploma be granted to a student whose credits are not presented before April first.

The school has a store in which stationery, textbooks, and incidentals required by students are kept.

LIBRARY AND LABORATORIES

The library contains approximately three thousand volumes, which afford material for research work assigned to the students. The school is endeavoring to make such additions to the library as will bring it entirely up to the standard set by the Department of Education. Well equipped laboratories enable thorough instruction to be given in Physics, Chemistry, Domestic Science, Woodwork, and Printing.

WHEN TO ENTER

We urge that all students lay their plans to be here on September 18. In all cases the work of the seniors is of such a nature as to make it imperative for those who are planning to graduate next year to enter school on the opening day.

Expenses

BOARD

The cafeteria plan of boarding is used, thus giving the students the privilege of selecting their food and paying only for what is desired. As nearly as possible, home life at the table is preserved. To show how the cost of board during the past years has been on a steady decline the following table is given:

Cost of Board for Years 1920-23

Year	Boys			Girls		
	Highest	Av'ge.	Lowest	Highest	Av'ge.	Lowest
1920-21	\$6.22	\$5.14	\$4.09	\$4.53	\$4.03	\$3.72
1921-22	5.13	4.17	3.58	3.60	3.44	2.98
1922-23	4.85	3.57	3.16	3.95	2.75	2.50

TRANSPORTATION

At the beginning of the year all students and their baggage will be transported from the railroad station to the school free of charge, provided they arrive not later than Friday, September 21. They will also be granted free transportation at the close of the school year, on condition that they do not leave before Monday, May 26. All intermediate transportation will be charged to the students at a nominal rate.

HOME EXPENSES

The expense of room, including heat, light, plain wash-

ing, and bathroom privileges, is \$54 for the year of nine months, or \$9 for each period of six weeks. This is made on the basis of two students to a room; or if the school is so crowded that it is necessary for three students to occupy the room, the same charge applies.

All students living in the home will be required to work ten hours per week in addition to these charges. All students above the eighth grade, living outside the home, will work five hours per week.

This labor, usually called domestic work or required time, is a part of the student's expense. It is required of each one enrolled in the school and should be paid by the manual endeavor of the student. No one is given a permanent excuse from the performance of these duties unless he presents a doctor's certificate at the time of registration.

The purpose of this plan is very evident. Each student's working his required time encourages a democratic spirit in the school, reduces expense, affords a restful change from brain weariness caused by study, and gives the student an appreciation of practical affairs. Parents are urged to encourage their boys and girls in the faithful performance of this required work.

Temporary excuses from required time may be given because of a student's illness.

No grades nor diplomas are issued to those who are delinquent in required time.

TUITION

The rate of tuition for the different grades is as follows:

	Home Students Per Six Weeks	Resident Students Per Six Weeks
First Grade.....	\$2.25.....	\$3.00
Second Grade.....	2.25.....	3.75
Third Grade.....	3.00.....	4.50
Fourth Grade.....	3.38.....	5.25
Fifth Grade.....	3.75.....	6.00

Sixth Grade.....	4.88.....	6.75
Seventh Grade.....	7.50.....	9.75
Eighth Grade.....	7.50.....	9.75

Intergrade Room: on same basis as academic grades.

The tuition for four full units of academic work for thirty-six weeks will be \$63. If a student takes three units of work instead of four, the tuition will be \$54; two units, \$42; one unit, \$30. For each additional unit above four units, a charge of \$10 will be made.

The tuition for thirty-two hours of collegiate work for thirty-six weeks will be \$75; twenty-four hours, \$60; sixteen hours, \$45; eight hours, \$30. For each eight hours above thirty-two, the charge will be \$15.

Estimate of cost of student above eighth grade:

Academic	Boys	Girls
Tuition.....	\$ 63.00	\$ 63.00
Board.....	132.00	108.00
Room, laundry, heat, and light	54.00	54.00
Matriculation and library fees	5.00	5.00
Laboratory fees, approximately	10.00	10.00
Total.....	\$264.00	\$240.00

Collegiate		
Tuition.....	\$ 75.00	\$ 75.00
Board.....	132.00	108.00
Room, laundry, heat, and light	54.00	54.00
Matriculation and library fees	5.00	5.00
Laboratory fees, approximately	10.00	10.00
Total.....	\$276.00	\$252.00

In addition to the above charges, each student living in the home will be expected to work ten hours per week as required time; those living outside the home, five

hours per week. In case of illness, or inability for any other valid reason to work this required time, the student will pay for the same at the regular rate he is paid by the school. This required time is expected of every student, regardless of the number of studies he takes.

EXTRA FEES

Physics, per semester.....	\$4.00
Diploma.....	3.50
Physiology.....	1.00
Piano practice, per six weeks.....	1.50
Domestic Science, per semester.....	5.00
Woodwork, per semester.....	5.00
Printing, per semester.....	5.00
Chemistry, per semester.....	5.00
Manual Training, Grades 5, 6, 7, and 8, per semester.....	2.00
Typewriting practice, per six weeks.....	1.50
Entrance examination.....	1.00
Special examination.....	1.00

MUSIC

Music lessons will be charged for by the period the same as any other study. The music teacher sometimes finds that the hour set aside for a lesson is lost, because the pupil fails to appear. For this reason the student will be expected to take the lesson at the hour assigned. In no case will lessons which are lost on account of the student's absence be made up, except by special arrangement.

DISCOUNTS

No reductions from regular charges will be made for absence of a few weeks during any part of the year, unless in the judgement of the Faculty such absence is

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DISCOUNTS

No reductions from regular charges will be made for absence of a few weeks during any part of the year, unless in the judgement of the Faculty such absence is

absolutely necessary. In such cases the Executive Committee will arrange for such refund to the students as may seem just.

All charges will be made out in even weeks, so that a fraction of a week will always be counted as a week. The charges for board, room, and tuition are so low that the school will be unable to meet extra expenses incurred on account of illness of students. In such cases the actual cost of providing a physician or nurse, and a nominal sum extra for each meal sent to the room, will be charged to the student's account.

In many cases it will be better for parents to send money for expenses directly to the Southern Junior College, rather than to their children. In doing so, make all drafts, checks, money orders, etc., payable to the Southern Junior College. Students need but little spending money, and parents are urged to require a monthly statement of expenses from their children. In order that students may draw money on account from the business office for incidental expenses, a written order from their parents will be required.

SCHOLARSHIPS

The General Conference Publishing Department has recommended the following:

"a. That all our denominational colleges, junior colleges, academies, and intermediate schools join with our publishing houses and conference tract societies in offering scholarships at a discount of fifteen per cent to all who will earn such scholarships wholly by the sale of subscription books, or magazines.

"b. That one-half, or seven and one-half per cent, be borne by the publishing houses; one fourth, or three and three-fourths per cent, by the tract societies; and one fourth, or three and three-fourths per cent, by the schools, thus providing for the fifteen per cent mentioned in paragraph 'a.'

"c. That the conference tract society in which the work is done by the student, be the custodian of the scholarship funds, and turn over the money due any student on his scholarship direct to the school wherever the student decides to attend.

"d. That any person desiring to earn a scholarship make satisfactory arrangements with the conference tract society for doing so, and work in harmony with the regulations of the conference tract society, in order to be entitled to these scholarship benefits.

"e. That any person be entitled to draw the money due him on a scholarship at any time, from the conference tract society, if he wishes to do so, but in such event he would receive only the regular commission of fifty per cent on his sales, the same as other agents, it being understood that in drawing his money he withdraws from the scholarship endeavor and places himself upon the same basis as other agents.

"f. That all persons who have earned scholarships present to the managers of the schools which they wish to enter satisfactory evidence that the full amount of a scholarship has been earned, in harmony with the regulations governing the scholarship plan.

"g. That persons who have earned at least one-half a scholarship be allowed to receive the benefits from the same pro rata basis as outlined above.

"h. That in case any student, after having earned a scholarship, is unable, through sickness or other misfortune, to attend school himself, he may transfer his scholarship to any worthy person whom the officers of his conference tract society can recommend, and the authorities of the school can accept as a student."

For the year 1923-24, the application of the scholarship plan will be as follows:

Academic	Boys	Girls
Books to be sold.....	\$448.80	\$408.00
Profit.....	224.40	204.00
Publishing House will add.....	19.80	18.00
Tract Society will add.....	9.90	9.00
School will add.....	9.90	9.00
<hr/>		
Total credit.....	\$264.00	\$240.00
 Collegiate		
Books to be sold.....	\$469.20	\$428.40
Profit.....	234.60	214.20
Publishing House will add.....	20.70	18.90
Tract Society will add.....	10.35	9.45
School will add.....	10.35	9.45
<hr/>		
Total credit.....	\$276.00	\$252.00

On the above basis, to earn an academic scholarship it will be necessary for a girl to sell 1360 copies of *The Watchman Magazine* or secure 292 annual subscriptions for the same publication. A girl may earn a collegiate scholarship by selling 1428 copies of *The Watchman Magazine* or by securing 306 annual subscriptions.

Scholarship credit applies only on tuition, board, room, laundry, heat, light, matriculation and other fees, as listed on page 18.

No student is allowed to get more than one scholarship to apply to his personal account, but may upon arrangements with the tract society secure scholarships for other members of his family.

Any cash rebate made to the student at the close of the year will be discounted this additional fifteen per cent, giving him exactly the same as made by a regular colporteur.

The Southern Junior College is anxious to co-operate

in every way possible to carry out this plan. Colporteurs are welcome.

CHARGES PAYABLE IN ADVANCE

The school operates on a cash basis, and requires the student to do the same. We are instructed to shun debt as we would leprosy, and unless the student does this, it will be impossible for the school to do so. If a student is educated to pay cash for his school expenses, he will certainly operate his finances on a cash basis when he leaves school and is given responsibilities in the work. Our conferences are so desperately in need of workers that several times lately they have asked for students before they have finished their course. It would be very embarrassing both to the student and the conference to be required to settle a debt at the school before going on in the Lord's work. In order to avoid these perplexities and to assist both the student and the school in maintaining a proper financial rating, the School Board has voted:

That no student begin school without a deposit of cash or credit sufficient to cover a period of six weeks' schooling. For those who are taking regular work, not including music or other special courses, this amount would be approximately \$50. This is based on charges for the first period, and may be a trifle more than for any succeeding period during the school year, on account of entrance and laboratory fees.

This means that a student may enter school with a credit of only \$50, but at the beginning of the respective periods he should see to it that the same credit appears to his account for the next period; that is, as the statements are issued each period, he will be expected to pay as they fall due and keep this credit on hand, so that at the end of the fifth period he will have enough to cover the sixth period's expenses. Any student failing to meet this requirement must make adjustment with the business office before going on with his school work.

Regulations

IT IS the design of the Southern Junior College to develop character of the highest type, as well as scholarship of the best quality; and its discipline has respect to these ends. The government is administered upon the principle that character is a component part of heart and mind and hand through the free and intelligent choice of the individual. Students are led to place themselves upon honor, and to realize that a good name is a sacred trust committed to their keeping. They are taught that self-government is the only true government of the individual, and that it is only when they fail to govern themselves in harmony with the principles of right, that they will need help in government by others.

The following regulations have been tested for many years. They are believed to be in harmony with the principles already set forth, and hence to be for the best interest of all concerned, and will govern all students of the Southern Junior College.

GENERAL

Students will present grades or certificates of former school work to the registration committee, and will then be assigned to classes in accordance with the course under which they have registered. Students not having satisfactory credits to present may be required to take examinations in order to determine their classification.

Four studies pursued at the same time, with one drill or music, constitute full work, and no student will be allowed to take more unless by special permission of the Faculty, the request and the reason therefor having been previously expressed in writing.

No student shall enter or leave any class of any depart-

ment without first presenting to the teacher a permit from the president.

No student shall receive private lessons or engage in teaching except by permission of the Faculty.

No student who does not take at least one study in class work shall remain in the school home, except in the case of those working up credit.

Regular attendance at all school exercises is expected of every student. Realizing, however, that detention is in some cases unavoidable, the Faculty will accept satisfactory reasons for a limited number of absences. Each absence and tardiness must be excused before the student will be permitted to continue with his school work. Excuses for tardiness or absence of resident students must be approved by parent or guardian. Young men must have their excuses approved by the preceptor; young ladies, by the preceptress. All absences not satisfactorily explained shall stand as unexcused. For such absences a student may be required to re-register, paying \$1 as a re-registration fee; or be subject to such other discipline as in the judgment of the Faculty may seem advisable. A student absent more than fifteen per cent of the total number of times a class meets thereby forfeits his grade in that subject.

Experience has demonstrated that it is a great advantage to both students and college to have all enter at the beginning of the school year. When this is found impracticable, students will be admitted at other times; but no student will be permitted to enter classes late without special action of the Faculty. In case a student enters a class late, he shall make up all back work according to the requirements of the teacher in charge. If a student desires a full semester's credit in any subject, he shall pay the tuition in that subject for the entire semester.

A friendly social intercourse between young men and women in school activities, in the dining room, and at social gatherings is encouraged; but improper associations such as sentimentalism, flirtation, and conspicuous

courtship, are forbidden. Strolling about the campus or elsewhere cannot be permitted.

Upon the subject of escorting, two thoughts need to be stated. The common practice of waiting at the doorway of a public building to accompany ladies home is rude, and hence cannot be tolerated at any time by any school or well regulated home. The only proper mode of escorting ladies, which is that the gentleman go to the home of the lady, and with the knowledge and full consent of her parents accompany her to a public or private gathering, sit with her during the exercises, and see her safely and directly home at the close, cannot be permitted during school life. General permission would bring a spirit of sentimentalism into the school which would interfere with study and good order; while discrimination would be regarded as favoritism, producing jealousy, and leading to reckless transgression.

Students bringing firearms to the school will be required to pass them to the preceptor for safe keeping.

Each student will be required to pay for damage done by him to school property.

Students are expected to deport themselves in such a way on the Sabbath as will be in harmony with the day, and to attend Sabbath school and public worship. In case of necessary absence, the student's time should be spent in his own room. Students are not expected to make or receive calls on the Sabbath, or to spend the Sabbath away from the school. Each student will be asked to sign a weekly religious service record, certifying the services he has attended.

No student will be permitted to accept any invitation which will take him away from any school duty or exercise, unless those issuing the invitation shall have previously conferred with the president and obtained his permission.

Permission for absence from school is to be obtained from the president, who may first require a written statement from the parent or guardian.

The mail is carried to and from the school daily. When writing to students, correspondents should not fail to add the words "Southern Junior College" to the address, so as to insure safe delivery.

Any regulations adopted by the Faculty and announced to the students will have the same force as if printed in the Calendar.

COLLEGE HOMES

The managers of the school are convinced of the great value of home life as an aid to the development of Christian character, and they earnestly recommend that all parents residing away from Ooltewah, who send their sons and daughters to school, make provision for them to live in the school home. Parents are assured that those who are sent to work for their board in the vicinity are, by that arrangement, deprived in a large measure of the special privileges and benefits which they might otherwise enjoy. In such cases the Faculty cannot be expected to take the responsibility which they are willing to assume in the school home.

All students who wish to live outside the dormitory will be required to submit to the Faculty a written request, stating the reason. This regulation does not apply to those whose parents or guardians live here. The privilege for students to live outside the school home is not granted except to those whose parents or very near relatives live in the vicinity of the school.

Experience has shown that the purpose of a school can be most successfully attained by having the students board and room in the school buildings with the members of the Faculty, thus constituting a large school family. The young people should receive a much broader training than that which comes merely from the study of books. The years spent in school constitute the best time to form habits of order, neatness, and Christian courtesy, and to obtain that general culture which comes from association with Christian people. Much care is taken to make the home life not only attractive, but efficient in the cul-

tivation of the habits of life and graces of character which distinguish the refined Christian man and woman. Teachers and students share one family life with common aims and interests. The regulations are reasonable, and are adapted to secure rest, freedom, and happiness.

Students are required to care for their own rooms.

Students are not to be outside their own rooms during study hours, except in cases of necessity, and then only by the permission of the person in charge.

For obvious reasons, students are required to attend morning and evening worship. Promptness and regularity must be cultivated in home as well as school duties, and absences from these services are on the same basis as those from a class exercise.

The dormitories are not public buildings. No lady nor gentleman would think of entering a private house without permission, hence persons living outside in calling upon members of the home family, will kindly observe the customary civilities.

Upon the approval of the parents, young ladies may obtain permission from the preceptress to receive callers in the dormitory parlors. This privilege is dependent upon general conduct, and is not granted to girls under eighteen, or boys under twenty years of age.

Each student should be provided with the following articles: three sheets, three pillow cases, a pillow, a bedspread, blankets or comfortables for a double bed, six towels, four napkins, dresser scarf, cover for study table, and laundry bag. All students should bring with them suitable work clothes, mackintosh, umbrella, rubbers, and plenty of warm clothing. All students' clothing and bedding will be marked by the school laundry. House slippers should be used by both boys and girls during the evening study hour.

No flesh meats are served at the Southern Junior College, and those desiring to send foodstuffs to students are urged to send fruit.

DRESS

"No education can be complete that does not teach right principles in regard to dress."—"Education," p. 246.

"At school, the girls are by unsuitable and uncomfortable clothing unfitted either for study or for recreation."—Id., p. 247.

"Lead the youth to see that in dress as in diet, plain living is indispensable to high thinking."—Id., p. 248.

"A person's character is judged by his style of dress. A refined taste, a cultivated mind, will be revealed in the choice of simple and appropriate attire. Chaste simplicity in dress, when united with modesty of demeanor, will go far toward surrounding a young woman with that atmosphere of sacred reserve which will be her shield from a thousand perils."—Id., p. 248.

A special leaflet on the subject of dress has been issued to be sent out with the calendar; and every girl who intends to come to this institution should read this leaflet carefully, so that she may know what is expected of her and may plan her wardrobe accordingly.

Plain, neat, and healthful dress is expected of every student. It will in every case be required that the whole outfit be in harmony with modesty and the necessity of a good physical development. Extreme styles of hairdress, the wearing of jewelry, French heels and thin hosiery, extremely thin waists, short or narrow skirts, low necks, and sleeves not covering the elbows, are contrary to the principles of the school.

LABOR

No student may be absent from his assigned labor unless he has obtained some one to perform his work and has permission of his superintendent thus to substitute for it. No work assigned may be sublet. In case of sudden illness, the first duty of the student is to provide some one for his labor assignment and to make due arrangement with his superintendent for his absence.

Description of Studies

BIBLE

The Bible stands without a peer as an educator for the entire man. No other book can be found that will so thoroughly discipline both mind and body, strengthen the reasoning faculties, and guide and direct the soul, as the Bible. The Bible is the true source of science, history, philosophy, music, and literature. It is therefore, the source book for all the basic principles which run through the entire curriculum.

Preparatory—Grades One to Eight

Lessons adapted to the needs of the pupil are prepared, beginning with the kindergarten and finishing with Old Testament History in the eighth grade. The textbooks are the "True Education Readers," "The Bible Reader," "Bible and Nature," and McKibben's "Bible Lessons." These books cover the elementary phases of Bible study. The story form, and biographical sketches of Bible characters of all times, constitute the real outline in these textbooks.

The Bible is the true source book for this entire course. "Patriarchs and Prophets" and any well known commentary will be used for reference texts.

New Testament History

This year is devoted to a connected study of the life of Christ as set forth in the four gospels, and to the study of the history of the early church as given in the Acts of the Apostles. Kern's "New Testament History" is used as an outline of the subject. "Desire of Ages" and "Acts of the Apostles" are used as commentaries, and students are required to have these books.

Two semesters. One unit.

Old Testament History

This year of Bible work is given to a study of the fundamental principles of the plan of salvation as enunciated and illustrated in the Old Testament Scriptures. The historical books of the Old Testament constitute the text for the year's work. The chief commentaries used are "Patriarchs and Prophets" and "Prophets and Kings." All students taking this subject are required to provide themselves with these books.

Two semesters. One unit.

Denominational History

This course comprehends a study of the rise and progress of the second advent movement, from its beginning under William Miller to the present time. The rise of Seventh-day Adventists, their history, organization, and progress, will be studied in detail.

One semester. One-half unit.

Spirit of Prophecy

This course covers a study of the place of this gift in the church, with topical lessons selected from the writings of Mrs. E. G. White. Each student should have the use of a full set of the "Testimonies for the Church," with as many other of Mrs. White's works as practicable.

One semester. One-half unit.

Bible Doctrines

This year's work is devoted to a careful study of the great truths of the gospel as held by the Seventh-day Adventist denomination.

Two semesters. One unit.

Daniel and Revelation

So many of the prophecies of these books focus in the last days, that their study is of special importance. The practical lessons in the historical chapters of Daniel also deserve careful attention. A verse-by-verse study

of these books is required, with appropriate library work.
Two semesters. Eight hours.

Advanced Bible Doctrines

A advanced course in the fundamental doctrines of the Christian religion. This is especially helpful to those taking up ministerial and Bible work.

Two semesters. Eight hours.

Pastoral Training I

The provisions of this course are for those who have a very definite aim to enter the ministry, Bible work, or other gospel calling. Effort will be put forth to make the instruction given intensely practical, and so to combine it with actual soul-winning experience that the students may have opportunity to test their ability, discover and remedy defects, and develop efficiency. The studies will cover the many phases of evangelistic labor, such as preparation and delivering of sermons and Bible readings, conduct of a series of meetings, methods in personal work, etc. "Gospel Workers" and other matter contained in the "Testimonies" will be given careful attention.

Two semesters. Eight hours

Pastoral Training II

A continuation of Pastoral Training I. Each student will be required to study a text on homiletics. The studies will cover conference and church organization, pulpit etiquette, parliamentary practice, voice control, history of preaching, and other phases of ministerial training.

Two semesters. Eight hours.

Field Work

This course is outlined to meet the needs of those who engage in active evangelical work. It consists of the distribution of literature, the study of methods of per-

sonal work, the preparation of Bible readings, and practical field experience under the direction of the instructor.
Two semesters. Eight hours.

Church History

This course covers the conflict of Christianity with Paganism and Catholicism. Events are treated under the following divisions: The propagation of Christianity, persecutions of Roman emperors, Christian fathers, monasticism, church and state in the East and the West, Saracenic conquests, theology in West and East, schism between the Greek and Latin churches, crusades or holy wars, scholasticism, great schism of Roman church, persecution during Catholic supremacy, attempts of Catholic church at self-reformation, history of Wycliffites and Hussites, preparation for Reformation, Reformation and era of Protestant sects. Textbooks and reading.

Two semesters. Eight hours.

HISTORY

When we wish a clear idea of the chief features of a country, we place ourselves at points whence we can best observe the landscape; likewise, if we wish to have a breadth of view that will enable us to understand the problems of past ages and the philosophy of modern times, we must take down our great telescope,—history.

"He who would rightly study history must keep his eyes fixed on the great scheme of human salvation."

"In the annals of human history the growth of nations, the rise and fall of empires, appear as dependent on the will and prowess of man. The shaping of events seems, to a great degree, to be determined by his power, ambition, or caprice. But in the Bible the curtain is drawn aside, and we behold, behind, above, and through all the play and counterplay of human interests and power and pas-

sions, the agencies of the all-merciful One, silently, patiently working out the counsels of His own will."

General History

It has been found best for the student of history to master a comprehensive outline of the world's history before making a study of special periods. Besides, many who can not pursue the longer courses can, in this way, get a course in history complete in itself. The time covered is from creation to the present day. Library and note book work.

Two semesters. One unit.

American History

To understand properly and appreciate our history in all its phases, a full understanding of its fundamental principles is necessary. It is of prime importance that we have this knowledge and be able to meet the arguments subversive of the best interests of our country. Special attention will be given to the United States in prophecy and the principles underlying religious liberty. Library work and papers.

One semester. One-half unit.

History of Missions

Bishop Doane says, "Missions are the life-blood, the heart-beat, the lungs—breath of the body of Jesus Christ." In this course in missions, a thorough study of "The Outlines of Missionary History," and several books covering particular fields, will be given.

One semester. One-half unit.

History of Greece, Rome, and the Middle Ages

This course is replete with the record of fulfilled prophecy. Special emphasis is laid upon such epochs as the

Macedonian supremacy and the kingdoms of Alexander's successors, the historical connection of the Old and New Testaments, the rise of Christianity, the decline and fall of the Roman Empire, the ten kingdoms of prophecy, the rise and development of the Papacy, Mohammedanism, the Crusades, and the Renaissance. Library work and theses.

Two semesters. Eight hours.

History of Modern Europe

With the study of the general course of European history during the last four centuries, special attention is devoted to the Protestant Reformation, the French Revolution, the Eastern Question as related to prophecy, and present international relations and world conditions. Library work and theses.

Two semesters. Eight hours.

LANGUAGE

While Latin is not offered as a subject, a class in Latin II will be formed for those who have had Latin I in other schools and who desire to secure two years of language credit. If college credit in Spanish is desired, six hours will be granted for each year's work.

Spanish I

Fundamentals of grammar, pronunciation, composition, and reading of easy Spanish prose constitute the work of the first year.

Two semesters. One unit.

Spanish II

Advanced syntax and reading of Spanish literature. Spanish prose compositions will be given. Selections for reading will be made from the Bible, from Spanish periodicals, and from Spanish authors.

Two semesters. One unit.

Greek I

A thorough study of Huddilston's "Essentials of New Testament Greek" will constitute the basis of the first year's work. The three epistles of John, and Revelation, or their equivalent, will be read.

Two semesters. Eight hours.

Greek II

The aim of the second year's work is to familiarize the student with the writings of the New Testament in the original. Selected books and portions of books are read and translated, and a critical study is made of such passages as might prove obscure or difficult to the Bible student.

Two semesters. Eight hours.

ENGLISH

"More important than the acquirement of foreign languages, living or dead, is the ability to write and speak one's mother tongue with ease and accuracy."—"Education," p. 234.

A clear understanding of every branch taught depends upon the ability of the student to understand English and to use it correctly. Early in the student's work he is encouraged to cultivate a love for good literature and an appreciation of the beautiful and pure in language. The work in composition assists the student to a free and easy use of pure English.

Composition

A review of English grammar, alternating with oral and written composition is given. The aim of this course is to acquaint the student with the fundamentals of composition. In connection with the course, outside reading is required in selected literary classics that will inspire an appreciation of good literature.

Two semesters. One unit.

Elementary Rhetoric

This course offers a practical study of the four main types of discourse. Short themes are required on an average of twice a week; long themes once in four weeks. Themes are corrected and handed back for revision and filing in note books. Oral composition is stressed for the purpose of training the student to express his ideas. The best American classics are studied.

Two semesters. One unit.

Classical and Biblical Literature

The object of this course is to give the student a knowledge of the facts in the history of English and American literature necessary for intelligent and profitable reading and study of literary masterpieces. During the second semester special attention will be given to the study of "Biblical Masterpieces," giving the student a deeper appreciation of the Bible from the viewpoint of literature. The course includes the study of carefully selected classics and weekly theme work.

Two semesters. One unit.

College Rhetoric

Prerequisite, three years academic English. This course is devoted to the study of the principles of organization of material and modes of paragraph development, followed by special study of description, narration, exposition, and argumentation. Frequent written work is required, and in addition, thousand-word themes each period. As a part of this course, each student writes an oration and delivers it before the student body. One hour a week is given to a review of the fundamentals of English. It is especially helpful for all students above the tenth grade who are deficient in English grammar, construction, composition, spelling, punctuation, and sentence structure. Students who have not been in school for a few years and who desired to review the English language will find this course especially adapted to their requirements.

Two semesters. Eight hours.

Journalism and Press Reporting

The press is becoming an ever-increasing power, and the youth should be trained to make the utmost use of it. The structure and art of writing, preparation of manuscript for the press, and proof-reading, will be given careful study, and will be taken up in a practical way. Press reporting makes up four hours of this course.

Two semesters. Eight hours.

MATHEMATICS**Algebra I**

Prerequisite, the completion of standard arithmetic as taught in the grades. Fundamental operations; integral equations; factoring; fractions; simultaneous equations, with graphs; involution and evolution; theory of exponents and quadratics are studied in this course.

Two semesters. One unit.

Plane Geometry

Prerequisite, Algebra I. The five books of Plane Geometry are covered thoroughly. A large number of original problems are required. Close attention is given to the logical development of every proof, and special emphasis is placed upon individual reasoning.

Two semesters. One unit.

Algebra II

This course serves as a complement to the work done in Algebra I, and consists of the study of progressions, limits, logarithms, ratio and proportion, imaginary quantities, and the binomial theorem.

One semester. Four hours.

Solid Geometry

This course in connection with Algebra II consti-

tutes one year's work. The topics studied are: lines and planes in space, polyhedrons, cylinders and cones, the sphere, and conic sections.

One semester. Four hours.

SCIENCE**General Science**

This study deals with such subjects as physical geography, chemistry, physics, botany, etc., in a brief but practical way. It teaches the student to observe the forces of nature at work about him in every day life, and to analyze them. It lays a broad foundation for specialization in these subjects in the academic and college courses.

One semester. One-half unit.

Physiology and Hygiene

The object of this course is to give the student a practical knowledge of the human body, its structure, functions, and needs. Special emphasis will be placed upon the care of the body and the sanitation of buildings and surroundings. The relation of mental and spiritual attitude to bodily health will be studied. Physical culture will be a part of the regular class work.

One semester. One-half unit.

Physics

Prerequisite, Algebra I, and preferably Plane Geometry. This course is introductory to general physics, and consists of recitations, laboratory work, and classroom demonstrations. The usual subjects—mechanics of fluids and solids, heat, molecular physics, sound, light, magnetism, and electricity—are studied. A large number of experiments are performed and duly recorded. Laboratory work four hours per week. Laboratory note books required.

Two semesters. One unit.

Chemistry

This course in general chemistry comprises a systematic study of the principal elements and their compounds, including a brief survey of organic chemistry. Especial attention will be given to the practical applications of chemistry to agriculture and other useful arts. The laboratory work will consist of general experiments and a brief course in qualitative analysis.

Two semesters. Eight hours.

THE NORMAL DEPARTMENT

"To the teacher is committed the most important work, a work which he should not enter without careful and thorough preparation."—"Counsels to Teachers," p. 229.

In keeping with the above statement the Normal Department of the Southern Junior College has been organized. The constant and urgent demands that come to us for normal-trained teachers prove that there is a great need for such a department. All teaching should stand for complete development, and the department will have as its aim for both teachers and pupils, "the harmonious development of the physical, the mental, and the spiritual powers."

To train the human mind is the nicest work ever intrusted to man, and those who enter the Normal Department should love children and youth and regard work for them as real missionary work of the highest character. They should have a high moral standard, should be tactful, patient, and above all should be thoroughly grounded in the principles of the third angel's message. They should be those who day by day have a living connection with the great Teacher.

Teachers' Training School

The practical side of the teacher's training will be emphasized as an essential feature of the normal course.

The practice work will be carried on in grades one to eight, under the supervision of critic teachers. The rooms will be in charge of competent teachers all the time, under the general supervision of the normal director.

The work which the student will have assigned to him will represent, as far as possible, the actual work he will have to do in his own school. It is here that he will have an opportunity to put into practice the theories of education which he has been studying, and his ability to do successful work in the school room will be demonstrated to the critic teacher and the director.

The work at first will consist largely in observing the work of the regular teachers in charge of grades, and careful notes on the observation will be required. Each normal student will be required to spend some time during the year in the training department. Helpful criticisms and suggestions will be offered.

A regular critic meeting will be held one hour each week, at which time the progress of the student teachers will be freely discussed by those in charge. The object of these discussions will be to help make the work of the teacher stronger. All assignments in practice teaching and changes in the same are made by the normal director; and before a student is assigned a class in practice teaching, he will be expected to pass an examination in the subject he is to teach.

The student teacher will be required to hand in carefully written plans of the work for the week, and no teaching will be done unless the plans are carefully prepared. "Every teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish."—"Education," pp. 233, 234.

Education I

Principles of Education.—Under this subject are studied such topics as the following: aim of education, principles

of true Christian education, the Bible as an educator, and character building.

Text:—"Education," "Counsels to Teachers"—*White*.

Pedagogy.—The object of this course is to give the student a clear idea of the laws underlying the teaching process.

Text:—"Brief Course in the Teaching Process"—*Strayer*.

Psychology.—The course in psychology will be devoted to a general view of the mental processes and development. Careful study will be made of certain topics of special interest to the teachers in dealing with the minds of the young. Some of the topics are memory, imagination, instinct, habit.

Text:—"Psychology in the Schoolroom"—*Dexter and Garlick*.
Two semesters. Eight hours.

Education II

Child Study.—In this course the physiology and psychology of childhood are studied with special reference to the principles of teaching involved. Particular attention is given to the general laws of growth, especially of defective children, also to types of children, simple mental and physical tests.

Text:—"Fundamentals of Child Study"—*Kirkpatrick*.

History of Education.—This course gives a systematic study of the growth and development of education from the earliest times down to our own time.

Text:—"A Brief Course in the History of Education"—*Monroe*.

School Administration.—A study of school organization; relation of teacher to patrons, school boards, and superintendents; duties and powers of teachers,

school boards, and superintendents; State laws affecting our schools; records; etc.

Two semesters. Eight hours.

Teaching I

School Management.—A study of the successful management of the school room. Topics such as the following are considered: daily program, study period, discipline, lesson assignment, qualifications of the teacher.

Text:—"School Management"—*Bagley*.

Observation.—A study to direct observation in the practice school and on the part of superintendents. The following topics are among those considered: nature, purpose, and value of observation; the teacher and the pupils; different types of lessons; questioning; class management; physical features of the school.

Text:—"The Observation of Teaching"—*C. R. Maxwell*.

Junior Work.—A brief study of successful methods of conducting Junior Missionary Volunteer work in and out of school.

Text:—"Junior Manual"—*Ella Iden Edwards*.

Practice Teaching.—After the student has successfully pursued Methods I for the first semester, he may teach in the primary grades in the training school under the supervision of the critic teacher. Carefully prepared plans will be required by the critic teacher before each lesson is taught.

Two semesters. Eight hours.

Teaching II

School Hygiene.—A study of conditions that make for the betterment of school sanitation and hygiene.

Text:—"Hygiene of the School Child"—*Terman*.

General Exercises.—Instruction in the presentation of such subjects as courtesy, hygiene, history stories, current events, etc.

Practice Teaching.—After a grammar grade subject has been carefully studied in Methods II as to the best method of presenting, the student may teach this subject in the training school under the supervision of the critic teacher. Carefully prepared lesson plans are required for each lesson taught.

Two semesters. Eight hours.

Manual Arts I

This course prepares the student to teach manual training in grades one to four inclusive. It includes work in cardboard construction, blackboard drawing, Sewing II, normal art, school gardening, and nature and home geography.

Two semesters. Eight hours.

Manual Arts II

This course will prepare the student to teach manual training in grades five to eight. The following subjects are studied: woodwork, Sewing II, agriculture and nature, cooking, physiology and physical culture.

Two semesters. Eight hours.

Methods I

This course covers methods of teaching in the primary and the intermediate grades. The following subjects are taken up: primary Bible, story-telling, primary reading and language, primary numbers and construction, school music, spelling, penmanship.

Two semesters. Eight hours.

Methods II

This course will prepare the student to teach the grammar grade subjects. Arithmetic, Bible, civics, grammar, history, and geography will be studied,—not from the view point of the subjects, but the best methods of teaching them.

Two semesters. Eight hours.

COMMERCIAL

Because of the need of training in commercial branches, a one-year course that will prepare young people for conference and tract society work is given. The subjects are placed in the eleventh and twelfth grades because eleven grades are needed as a solid foundation. Experience has clearly shown the need of a general education as a preparation for stenography or office work. Students not having completed eleven grades or their equivalent should not plan on taking commercial subjects.

Elementary Bookkeeping

A practical standard course in bookkeeping will be used in the instruction in this subject. This will begin with the simpler problems and forms of entry in the elementary stages and increase in complexity and scope as the pupil is able to proceed. This subject is given in the ninth grade and is prerequisite to the commercial course.

One semester. One-half unit.

Accounting I

Before taking this subject the student is given a brief review of the principles of elementary bookkeeping. During the first semester special attention is given to the relation of accounts and financial statements.

The second semester continues the work of the first, but much of the time is spent in applying the principles learned, which includes a thorough drill in the theory of conference and tract society work. Two continuous class periods each day are required, during which time the average student should be able to do the work assigned.

Two semesters. One unit.

Shorthand

The ever increasing demand for competent stenographic help in the different lines of our denominational

work is sufficient to justify the taking up of this line of work by all who are qualified to do so. The prerequisite to this course is eleven grades.

It is the aim to turn out students who may become experts. To gain this object, thoroughness, neatness, and accuracy will be required in all general class work; and to obtain final grades each student will be required to write one hundred twenty words a minute for three consecutive minutes, with fifteen minutes to transcribe his notes. At least three months' practice work will be given before the completion of the course.

Two semesters. Two units.

Commercial Arithmetic and Commercial Law

Under this heading will be given a brief review of the principles of arithmetic, especial attention being given to interest, discounts, and short cuts. Time will also be given for drills, with the idea of increasing rapidity and accuracy.

"No one can become accomplished in the transaction of business without first having mastered the principles by which business is governed." Every one is obliged to carry on business transactions of greater or less magnitude. The object of commercial law is to train the student so that he can conduct his business intelligently

Two semesters. One-half unit.

Typewriting

It is very necessary that the student of shorthand become an accurate typist, for his success as a stenographer depends upon his ability to turn out, quickly and accurately, firstclass manuscript; therefore special attention will be given to this branch of stenographic work. Only the "touch system" of typing will be taught, through the use of the standard keyboard. Training will be given in manifolding, letter copying, and filing. A speed of forty words a minute is required for one-half unit credit. Typewriting will also be given as a drill,

a speed of twenty-five words a minute being required. Each student of shorthand will be required to take typewriting.

Two semesters. One-half unit.

INDUSTRIAL

Fundamental Principles

"Provision should have been made in past generations for education upon a large scale. In connection with the schools there should have been agricultural and manufacturing establishments. There should also have been teachers of household labor. And a portion of the time each day should have been devoted to labor, that the physical and mental powers might be equally exercised. If schools had been established on the plan we have mentioned, there would not now be so many unbalanced minds.

"Had there been agricultural and manufacturing establishments connected with our schools, and had competent teachers been employed to educate the youth in the different branches of study and labor, devoting a portion of each day to mental improvement and a portion to physical labor, there would now be a more elevated class of youth to come upon the stage of action, to have influence in molding society. Many of the youth graduated from such institutions would come forth with stability of character. They would have perseverance, fortitude, and courage to surmount obstacles, and such principles that they would not be swayed by a wrong influence, however popular.

"There should have been experienced teachers to give lessons to young ladies in the cooking department. Young girls should have been taught to cut, make, and mend garments, and thus become educated for the practical duties of life. For young men there should have been establishments where they could learn different trades, which would bring into exercise their muscles as well as their mental powers.

"If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the sciences, with all the disadvantages of health and life, or a knowledge of labor for practical life? We unhesitatingly answer, 'The latter.' If one must be neglected, let it be the study of books."—"Counsels to Teachers," pp. 288, 289.

"For the lady students there are many employments which should be provided, that they may have a comprehensive and practical education. They should be taught dressmaking and gardening. Flowers should be cultivated and strawberries planted. Thus, while being educated in useful labor, they will have healthful outdoor exercise."—"Counsels to Teachers," p. 312.

"Study in agricultural lines should be the A, B, and C of the education given in our schools. Our youth need an education in felling trees and tilling the soil as well as in literary lines."—"Testimonies for the Church," Vol. VI, p. 179.

"Let the teachers in our schools take their students with them into the garden and field, and teach them how to work the soil in the best manner."

"Agriculture will open resources for self-support. Other lines of work, adapted to different students, may also be carried on. But the cultivation of the land will bring a special blessing to the workers."—"Counsels to Teachers," p. 311.

"God's people are not to crowd into the cities. He wants them to take their families out of the cities, that they may be better prepared for eternal life. In a little while they will have to leave the cities. Get out of the cities as soon as possible, and purchase a little piece of land, where your children can watch the flowers growing, and learn from them lessons of simplicity and purity."

Printing I

Straight hand composition is the first work taken up. This continues until the principles of type-setting are learned and a fair speed developed. This course gives

excellent drill in spelling, capitalization, and punctuation. Job composition also constitutes a part of the year's work. This is a study of the art side of printing. A study is also made of papers and inks, their qualities and combinations. This year's work may be applied on the ministerial course. *Two semesters. Eight hours.*

Printing II

This course deals with the office end of the printing work. The students are required actually to do the work they study. Time keeping, cost accounting, mailing list work, office system, and buying, constitute the bulk of the year's work. The students will be required to study equipment and theoretically equip an office, the amount to be spent being stipulated.

Two semesters. Eight hours.

Printing III

This year's work is devoted to the manufacturing side of the printing business. The theory and practice of cylinder press work will be studied. Machine composition on the monotype, both the keyboard and casting machine, will be studied and practiced. A theoretical study of some of the other typesetting machines will be made. Typewriting is a prerequisite to this course.

Two semesters. Eight hours.

Press Reporting and Advertising

This course is given in connection with Journalism, and will be taken up from the view-point of our denominational work. A study will be made of the preparation of reports of meetings and sermons, as well as of copy for the secular press. Religious advertising will also be studied, with a view of reaching the public more effectively with our announcements, etc.

Two semesters. four hours.

Woodwork I

This course is intended to give the student an accurate knowledge of the handling of different tools, and to teach him how to sharpen and keep in good condition the various tools he is required to use. Blueprinted exercises, involving the use of all the fundamental tools, will be worked out at the bench. *Two semesters. One unit.*

Woodwork II

A continuation of Woodwork I, involving furniture making and architectural design and construction. Mechanical drawing forms a definite part of this course, and the student is familiarized with the methods of making house plans and blueprints. He studies the economy of construction in various forms of material.

Two semesters. One unit.

Home Economics I

The purpose of this course is to give a working knowledge of the general principles of cookery, and the application of these principles to a wide range of food materials. The work will include the study and preparation of breads, beverages, eggs, milk and its products, meat substitutes, vegetables, and fruits.

Two semesters. One unit.

Home Economics II

A continuation of Home Economics I. Groups of students will plan and serve meals. The menu will be considered from its dietetic, economic, and aesthetic aspects. In the second semester, a study is made of housewifery, simple cookery for invalids, and the serving of trays.

Two semesters. One unit.

Home Economics III

Institutional cookery and management. The object of this course is to acquaint the student with the methods

of preparation of foods in large quantities, the utensils used, the apportioning of foods to large numbers of people, and the routine work of the various types of kitchens and storerooms. Special problems in institutional administration will be assigned to each student taking this course. The course is conducted in the school kitchen under the direction of the one in charge.

Two semesters. Six hours.

Elementary Agriculture

This is a study of the fundamental principles of agriculture under the following headings: farm plants, animals, soils, farm buildings, and weather. "The Essentials of Agriculture," by Waters, will be used.

One semester. One-half unit.

Gardening and Soils

This course will include the preparation of the seed bed, the construction and care of hot beds, cold frames, and greenhouses, and the marketing or storing of crops. We also study such small fruits as can be grown in our climate. In soils, we study such topics as the following: soils, soil moisture, drainage, irrigation, plowing, cultivating, and fertilizers. This class will do our garden work, thus putting into practice the lessons learned. Green's text, "Vegetable Gardening," will be used.

One semester. One-half unit.

Farm Crops and Machinery

This course will consist of the study of our common farm crops, crop rotation, and the history and care of common farm machines.

One semester. One-half unit.

Animal Husbandry

This class will study and care for our farm animals. Proper housing and feeding, care of milk and cream,

and butter-making will be a part of the work considered.
Text:—*King's*. *One semester. One-half unit.*

Agronomy, Chemistry of Agriculture, Project Gardening, and Farming

Although great stress is laid on the concrete class and laboratory instruction in the field, shop, and class room, this is not sufficient. In order that an individual may really fix his knowledge of poultry husbandry, it is necessary for him to engage in the poultry business. In order that he may bring together all his knowledge of agronomy, it is necessary for him to grow a crop in accordance with what he has learned about crop production. It is the verification and application of the knowledge gained in the class room and laboratory that is the real measure of the value of instruction in any subject. The supervised project gives full opportunity to apply the knowledge gained, and at the same time to acquire actual farm and garden experience. Waters and Ellif's "Agricultural Laboratory Exercises and Home Projects" will be used as a basis for this study.

Two semesters. Six hours.

MUSIC

"The melody of praise is the atmosphere of heaven: and when heaven comes in touch with earth, there is music and song,—'thanksgiving, and the voice of melody.'"

"There will be music there, and song, such music and song as, save in the visions of God, no mortal ear has heard or mind conceived." "As well the singers as the players on instruments shall be there."

Music is one of God's greatest gifts, and when consecrated to Him is of inestimable value in soul-saving efforts. It may be one of the strongest influences for good or it may be used by Satan as a power for evil. It is the aim of this school to train the youth to be workers for God. To the minister and Bible worker the ability

to sing and play is of great value. One of our leading educators recently said, "Music is far more important to the successful teacher than many studies that have found a place in our schools." In the home it is an influence for good. It is a language that all can understand.

The study of music, as an intellectual and educational factor, is much underrated by many, although of all the arts and sciences it is most widely appreciated.

Pianoforte

The piano, because of its most varied harmonies and melodic possibilities and its greater range and also greater wealth of literature, offers to the student a broader field of study than any other instrument. The development of no two students is the same, so the work is not offered in general classes, but by individual instruction. The average student can finish the academic work in four years, and the fourteenth grade collegiate in two years more. It is impossible to guarantee to finish in a certain time, for one student can make more rapid progress than another. Two lessons a week are considered full work. Regular lesson and practice periods which the student is expected to follow are assigned.

To receive credit in music, a student is required to pass a satisfactory examination in the principles of theory and harmony, and in order to be graduated from either music course, must meet the literary requirements. Those who finish the musical requirements for either course before completing the literary requirements will be given certificates showing completion of music. Proper credit will be given for work done elsewhere.

Academic Piano Course

Technics.—Five finger exercises, Hanon, Virtuoso-Pianist. Scales and Arpeggios. Major and Minor scales in eighths and contrary. Arpeggios from major and minor triads.

Studies.—Jessie L. Gaynor's "Beginner's Book," Spind-

ler Op. 308, Burgmuller Op. 100, Gurlitt Op. 107, and Matthews' "Graded Work," supplemented by studies from Heller Op. 45, 46, 47, and Czerny Op. 299. Pedal studies, Bach's Short Preludes and Fugues, Sonatina Album. Completion of hymn work.

Pieces.—Selections from standard modern works; also pieces from Chopin, Mozart, Schumann, Schubert, and other classic writers. Sight Reading: pieces of the second grade.

Collegiate Work

Technics.—Daily exercises. Scales and arpeggios. Scales in thirds, sixths, and tenths, and in varying rhythm, double thirds, major and minor, arpeggios, major and minor triads, diminished forms. Diminished seventh.

Studies.—Matthews' "Graded Studies." Concone's "Thirty Studies in Singing Touch." Left hand studies. Bern's "Velocity Studies." Czernys' "Art of Finger Dexterity," and Op. 740. Cramer's "Fifty Studies." Bach's "Two and Three Part Inventions."

Pieces.—Pieces from standard and classic writers.

Theory.—Harmony 1 and 2. History and Interpretation.

Drills.—All students before graduation must have drill in chorus and orchestra work.

Sight Reading.—Solos and duets of the third grade.

Voice

Song uplifts our thoughts "from the trials and difficulties that beset our path; it soothes and calms the restlessness and the turbulence of our spirit and strengthens our faith." "With a song, Jesus in His early life met temptation. Often when sharp stinging words were spoken, often when the atmosphere about Him was heavy with gloom, with dissatisfaction, distrust, or

oppressive fear, was heard His song of faith and holy cheer."

Before taking up the work offered in this course, a knowledge of some instrument is necessary. The work in sight-singing is a prerequisite.

Year I.—Fundamental work, respiration, tone-placing, and enunciation. Panofkas' A. B. C. complete. Concone's "Fifty Lessons." Easy songs.

Year II.—The study of fundamentals continued. Studies from Marchesi, Lutgen, Concone, Abt, and Sieber. Selections from standard works.

Drills

Sight-singing.—All should learn to be able to sing the easier grades of music at sight. It is the aim of the drill in this work first to cover the fundamentals such as time, rhythm, pitch, etc., then to take up easy melody and part studies. Sight-singing is required of all music students. The class will meet twice a week.

Chorus.—A chorus will be organized, first reviewing briefly the elements of sight-singing and then taking up some standard cantata. This drill is open to all students who have had sight-singing, or have a fair knowledge of music.

Orchestra.—The use of various small instruments played a great part in Hebrew worship anciently. It is said that the orchestra used in worship at the time of David numbered over three hundred. The ability to play some orchestral instrument should be a part of the education of every young person, and so an orchestra is organized each year.

Theory and History

History of Music.—A knowledge of the development of music and its instruments is essential to the educated

musician. A knowledge of the various composers and their lives will help to select that which is fit for Christian students. The work will cover two years, two classes a week.

Year I.—Among the subjects discussed are: music among the ancients; the earliest forms; its influence in the church; ancient musical instruments with their various changes; invention of the note system; troubadours and minnesingers; biographies of the great composers, teachers, and virtuosos.

Year II.—American music; folk songs, and religious beginnings; foreign influence; national and patriotic music; American teachers and composers; hymns, the circumstances surrounding their composition; the development of song.

Harmony.—Learning to play without understanding the foundation principles upon which the music is built is like learning a language without learning its grammar. The study of harmony enables one to read with greater ease, to judge the quality of music, to memorize more quickly, to harmonize bases and melodies. The work will extend over two years, two classes a week.

Year I.—In the first year, some of the subjects discussed are: natural scale, intervals, consonance and dissonance, triads, rhythm, harmonizing melodies. Chords of the seventh, diminished triads, unfigured bass.

Year II.—Modulations, altered chords, suspension, passing note, appoggiatura, harmonizing of embellished melodies, chords of ninth, eleventh, and thirteenth.

Interpretation.—Some of the subjects considered are: motive, phrase, phrasing, periods, musical devices and retards, various styles, general interpretation, tone color. This class will meet once a week during two years.

Curricula

FOR students of more mature age who have not had the opportunity of educational privileges, special help is offered in order that their work may be checked up square with the respective grades. The school desires to emphasize thoroughness in fundamentals.

Admission to the academic department requires the presentation of accredited grades, or an examination showing completion of work required in the first eight grades or its equivalent.

Figures 1 and 2 indicate the first and second semesters. A "unit" means one subject satisfactorily pursued during a year of thirty-six weeks, through forty-five minute recitation periods, five days a week; or the equivalent. An "hour" represents a subject pursued throughout a semester, one hour of recitation per week; or its equivalent.

A grade of eighty-five per cent in spelling will be required of every graduate.

ACADEMIC

First Year—Ninth Grade

	Semesters	Units
New Testament History	1, 2	1
Composition	1, 2	1
General Science	1	$\frac{1}{2}$
Bookkeeping	2	$\frac{1}{2}$
Vocational (Woodwork, or Home Economics)	1, 2	1
Drill (Spelling)		

Second Year—Tenth Grade

Old Testament History	1, 2	1
Rhetoric	1, 2	1
General History	1, 2	1
Vocational (Ninth grade continued) . .	1, 2	1

Third Year—Eleventh Grade

Denominational History	1	$\frac{1}{2}$
Spirit of Prophecy	2	$\frac{1}{2}$
Physiology and Hydrotherapy	1, 2	1
*Literature	1, 2	1
*Algebra	1, 2	1
Language I	1, 2	1
Drill (Writing and Reviews)		
*Elective—choose one.		

Fourth Year—Twelfth Grade

Bible Doctrines	1, 2	1
American History	1	$\frac{1}{2}$
History of Missions	2	$\frac{1}{2}$
*Physics	1, 2	1
Language II	1, 2	1
*Agriculture	1, 2	1
Drill (Sight-singing and Reviews)		
*Elective—choose one.		

AGRICULTURAL**First Year—Ninth Grade**

	Semesters	Units
New Testament History	1, 2	1
Composition	1, 2	1
General Science	1	$\frac{1}{2}$
Bookkeeping	2	$\frac{1}{2}$

Gardening and Soils, and Elementary Agriculture	1	2	1
Drill (Spelling)			

Second Year—Tenth Grade

Old Testament History	1, 2	1
Rhetoric	1, 2	1
General History	1, 2	1
Farm Crops and Machinery	1	$\frac{1}{2}$
Animal Husbandry	2	$\frac{1}{2}$
Drill (Reading)		

Third Year—Eleventh Grade

Physiology and Hydrotherapy	1, 2	1
Denominational History	1	$\frac{1}{2}$
Spirit of Prophecy	2	$\frac{1}{2}$
*Literature	1, 2	1
*Algebra	1, 2	1
Language I	1, 2	1
(Drill Writing and Reviews)		
*Elective—choose one		

Fourth Year—Twelfth Grade

Bible Doctrines	1, 2	1
Agronomy	1, 2	1
Physics	1, 2	1
Language II	1, 2	1
Drill (Sight-singing and Reviews)		

ACADEMIC HOME ECONOMICS**First Year—Ninth Grade**

	Semesters	Units
New Testament History	1, 2	1
Composition	1, 2	1

General Science.....	1	$\frac{1}{2}$
Bookkeeping.....	2	$\frac{1}{2}$
Home Economics I.....	1, 2	1
Drill (Spelling)		

Second Year—Tenth Grade

Old Testament History.....	1, 2	1
Rhetoric.....	1, 2	1
General History.....	1, 2	1
Home Economics II.....	1, 2	1
Drill (Reading)		

Third Year—Eleventh Grade

Physiology and Hydrotherapy.....	1, 2	1
Denominational History.....	1	$\frac{1}{2}$
Spirit of Prophecy.....	2	$\frac{1}{2}$
*Literature.....	1, 2	1
*Algebra.....	1, 2	1
Language I.....	1, 2	1
Drill (Writing and Reviews)		
*Elective—choose one		

Fourth Year—Twelfth Grade

Bible Doctrines.....	1, 2	1
Home Economics III.....	1, 2	1
Physics.....	1, 2	1
Language II.....	1, 2	1
Drill (Sight-singing and Reviews)		

ACADEMIC MUSIC

Before entering the third year of this course, each student will be required to have completed the first two grades in music.

First Year—Ninth Grade

	Semesters	Units
New Testament History.....	1, 2	1
Composition.....	1, 2	1
General Science.....	1	$\frac{1}{2}$
Bookkeeping.....	2	$\frac{1}{2}$
Vocational (Woodwork, or Home Economics).....	1, 2	1
Drill (Spelling)		

Second Year—Tenth Grade

Old Testament History.....	1, 2	1
Rhetoric.....	1, 2	1
General History.....	1, 2	1
Vocational (Ninth grade continued) ..	1, 2	1
Drill (Reading)		

Third Year—Eleventh Grade

Physiology and Hydrotherapy.....	1, 2	1
Denominational History.....	1	$\frac{1}{2}$
Spirit of Prophecy.....	2	$\frac{1}{2}$
*Algebra.....	1, 2	1
Piano.....	1, 2	1
*Literature.....	1, 2	1
Drill (Writing and Reviews)		
*Elective—choose one.		

Fourth Year—Twelfth Grade

American History.....	1	$\frac{1}{2}$
Physics.....	1, 2	1
Bible Doctrines.....	1, 2	1
Piano.....	1, 2	1 $\frac{1}{2}$
Drill (Sight-singing and Reviews)		

ACADEMIC NORMAL**First Year—Ninth Grade**

	Semesters	Units
New Testament History	1, 2	1
Composition	1, 2	1
General Science	1	1/2
Bookkeeping	2	1/2
Vocational (Woodwork, or Home Economics)	1, 2	1
Drill (Spelling)		

Second Year—Tenth Grade

Old Testament History	1, 2	1
Rhetoric	1, 2	1
General History	1, 2	1
Vocational (Ninth grade continued) . .	1, 2	1
Drill (Reading)		

Third Year—Eleventh Grade

Denominational History	1	1/2
Spirit of Prophecy	2	1/2
Instrumental Music	1, 2	1/2
Algebra	1, 2	1
Wood Sloyd	1	1/2
Drawing	2	1/2
American History	1	1/2
History of Missions	2	1/2

Fourth Year—Twelfth Grade

Education I	1, 2	1
Methods I	1, 2	1
Bible Doctrines	1, 2	1
Physics	1, 2	1

ACADEMIC COMMERCIAL**First Year—Ninth Grade**

	Semesters	Units
New Testament History	1, 2	1

Composition	1, 2	1
General Science	1	1/2
Bookkeeping	2	1/2
Vocational (Woodwork, or Home Economics)	1, 2	1
Drill (Spelling)		

Second Year—Tenth Grade

Old Testament History	1, 2	1
Rhetoric	1, 2	1
General History	1, 2	1
Vocational (Ninth grade continued) . .	1, 2	1
Drill (Reading)		

Third Year—Eleventh Grade

Physiology and Hydrotherapy	1, 2	1
Denominational History	1	1/2
Spirit of Prophecy	2	1/2
Literature	1, 2	1
Commercial Arithmetic and Law	1, 2	1/2
Typewriting	1, 2	1/2
Drill (Writing and Reviews)		

Fourth Year—Twelfth Grade

Bible Doctrines	1, 2	1
Accounting I	1, 2	1
Shorthand	1, 2	2
Drill (Typewriting)		

COLLEGIATE

Prerequisite: Academic Course of twelve grades.

First Year—Thirteenth Grade

	Semesters	Hours
College Rhetoric	1, 2	8
Daniel and Revelation	1, 2	8
Education I	1, 2	8
Elective	1, 2	8

Second Year—Fourteenth Grade

Advanced Bible Doctrines.....	1, 2	8
History.....	1, 2	8
Journalism.....	1, 2	8
Elective.....	1, 2	8

PRINTING ARTS

Prerequisite: First twelve grades.

First Year—Thirteenth Grade

	Semester	Hours
Daniel and Revelation.....	1, 2	8
College Rhetoric.....	1, 2	8
Printing I.....	1, 2	8
Printing II.....	1, 2	8

Second Year—Fourteenth Grade

Advanced Bible Doctrines.....	1, 2	8
Journalism.....	1, 2	8
Printing III.....	1, 2	8
Elective (History or Science).....	1, 2	8

ADVANCED NORMAL

Prerequisite: First twelve grades, and one-half unit of instrumental music.

First Year—Thirteenth Grade

	Semesters	Hours
Education I.....	1, 2	8
Teaching I.....	1, 2	8
Methods I.....	1, 2	8
Manual Arts I.....	1, 2	8

Second Year—Fourteenth Grade

Education II.....	1, 2	8
Methods II.....	1, 2	8

Teaching II.....	1, 2	8
Manual Arts II.....	1, 2	8

COLLEGIATE MUSIC**Fifth Year—Thirteenth Grade**

	Semesters	Hours
Bible.....	1, 2	8
College Rhetoric.....	1, 2	8
History, Harmony, and Interpretation.....	1, 2	4
Piano.....	1, 2	12

Sixth Year—Fourteenth Grade

Elective.....	1, 2	8
History, Harmony, and Interpretation.....	1, 2	12
Piano.....	1, 2	12

Every collegiate student is expected to take work in chorus and orchestra each year he is in school.

Junior Theological

ALTHOUGH a diploma is granted to students completing the theological course, the school will be pleased to furnish to conference officials information in regard to the work done by students not having yet completed the course, and upon necessary spiritual and intellectual qualifications, make recommendation to them that such students receive proper credentials.

Affiliation

This school is directly affiliated with the following schools and colleges: The Washington Missionary College, Takoma Park, Washington, D. C.; Emmanuel Missionary College, Berrien Springs, Mich.; Union College, College View, Nebr.; Atlantic Union College, South Lancaster, Mass.; Southwestern Junior College, Keene, Texas.

First Year—Thirteenth Grade

	Semesters	Hours
Pastoral Training I.....	1, 2	8
Daniel and Revelation.....	1, 2	8
College Rhetoric.....	1, 2	8
Elective.....	1, 2	8

Second Year—Fourteenth Grade

Pastoral Training II.....	1, 2	8
Advanced Bible Doctrines.....	1, 2	8
Church History.....	1, 2	8
Elective.....	1, 2	8

BIBLE WORKERS

Prerequisite: Twelve grades.

First Year—Thirteenth Grade

	Semesters	Hours
Pastoral Training I.....	1, 2	8
Daniel and Revelation.....	1, 2	8
College Rhetoric.....	1, 2	8
Elective.....	1, 2	8

Second Year—Fourteenth Grade

Advanced Bible Doctrines.....	1, 2	8
Church History.....	1, 2	8
Field Work.....	1, 2	8
Elective.....	1, 2	8

ELECTIVES

Electives in collegiate courses may be chosen from the following subjects:

	Hours
Greek I.....	8
Greek II.....	8
Chemistry.....	8
Spanish I.....	6
Spanish II.....	6
Education I.....	8
Church History.....	8
Algebra II.....	4
Solid Geometry.....	4
Printing I.....	8
Journalism.....	8
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